# ADMINISTRATOR EVALUATION PROTOTYPE 2

## **♦ADMINISTRATOR ♦ ANNUAL GOAL FORM**

Administrator's Name	Academic Year	
Position/School		
- Focus The four areas required by law (asseknowledge, student academic progress, school addressing school safety and enforcing student domains (planning and assessment, instruction management for learning, communication and professionalism). Goals should incorporate through one or more goal statements.	ol gains in learning, effectiveness nt discipline) are incorporated in to onal leadership, safety and organized d community relations, and	in he five zational
- Baseline Data (Status at beginning of evalu	uation period)	
- Goal Statement (Desired results)		
- Strategies for Improvement (Activities to	accomplish goals)	
Administrator's Signature Date	Evaluator's Signature	Date

# "ADMINISTRATOR" Categories of Primary Responsibilities Domains • Standards • Indicators

Sample performance indicators are included to help document the performance of job standards; however, the administrator is evaluated on the 20 performance standards, not the performance indicators.

#### **Domain 1: Planning and Assessment**

Standard 1: The administrator effectively employs various processes for gathering, analyzing, and using data for decision making.

**Indicators**: Applies current research related to effective techniques for gathering data from individuals, groups, and programs. Gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Identifies strengths and weaknesses in programs and practices in order to ensure continuous improvement. Applies and communicates statistical findings. Plans and implements changes in programs and/or curricula based on data. Conducts annual analyses of school's test and sub-test scores by grade and discipline.

#### Standard 2: The administrator collaboratively develops and implements a school improvement plan that results in increased student learning.

**Indicators**: Ensures the development and implementation of a biennial school plan approved by the superintendent. Works collaboratively with faculty and staff to develop a vision and mission statement consistent with the division strategic plan. Supports the mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders. Works collaboratively to develop long- and short-range goals and objectives consistent with needs assessment data. Evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement. Keeps abreast of current literature regarding school reform. Supports staff through the stages of the change process. Maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

# Standard 3: The administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the *Standards of Learning*.

**Indicators**: Demonstrates a working knowledge and understanding of the *Standards of Leaning* and school division curricular requirements. Articulates curricular goals and objectives to staff and other stakeholders. Assists with the development of a comprehensive curriculum utilizing goals and objectives in alignment with the *Standards of Learning*. Works with staff to plan, implement, evaluate, and revise the curriculum on a systematic ongoing basis. Demonstrates knowledge of and applies current research

related to best practices in curriculum and instruction. Provides resources and materials to accomplish instructional goals for all students. Facilitates programs/curricular changes to meet state or federal requirements. Monitors and assesses the effect of the programs and/or curricular on student achievement. Implements division testing program for students. Uses varied assessment data to ensure that instructional programs are responsive to students' academic needs.

#### Standard 4: The administrator develops plans for effective allocation of fiscal and other resources.

**Indicators**: Meets and works collaboratively with appropriate staff to determine budget needs and priorities. Prioritizes budget requests to meet the needs of assigned curriculum/program(s). Meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources. Monitors and assesses resource allocation. Revises resource allocation plans based on implementation data.

#### **Domain 2: Instructional Leadership**

#### Standard 1: The administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

Indicators: Articulates a vision and works collaboratively to develop a mission and programs consistent with the division's strategic plan. Emphasizes positive student achievement and continuous improvement. Analyzes current academic achievement and teaching methods to make appropriate educational decisions and improve classroom instruction. Monitors the delivery of appropriate remediation and intervention for students. Explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues. Shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders. Commits resources to the achievement of the mission and goals. Demonstrates strong motivation and high standards and models self-evaluation. Communicates commitment to protecting academic instructional time. Recognizes, encourages, and celebrates excellence among staff and students.

#### Standard 2: The administrator supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.

**Indicators**: Works with staff to develop a written plan for the coordination and articulation of curricular goals. Meets and works with staff on a regular basis to identify needs and determine priorities regarding program delivery. Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals. Monitors coordination of instructional programs with state and local standards. Demonstrates and applies knowledge of effective instructional models and strategies. Identifies best instructional practices for student groups with identified needs. Provides instructional resources, material, training, and support to accomplish instructional goals.

#### Standard 3: The administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

**Indicators**: Maintains and disseminates a current handbook of personnel policies and procedures. Establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates. Makes recommendations regarding personnel decisions consistent with established policies and procedures. Establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees. Sets high standards for staff performance. Evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records. Evaluates instructional alignment with the *Standards of Learning* to ensure students' successful attainment of the knowledge and skills indicated. Evaluates classroom practices and methods for improvement of instruction. Provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

### Standard 4: The administrator provides staff development programs consistent with program evaluation results and school instructional improvement plans.

**Indicators**: Leads the development and implementation of a systematic professional development plan for individuals and for the school. Involves school staff in identifying staff development needs based on student achievement data. Provides staff development that supports effective instruction. Shares knowledge and information about new, improved, or alternative methods of instruction and related issues. Meets with instructional teams and teachers regularly to assess ongoing school improvement efforts. Shares program evaluation results and demonstrates connection of results to ongoing staff development efforts. Disseminates information about conferences, course work, and membership in professional organizations. Supports staff participation in internal and external professional development opportunities as appropriate.

## Standard 5: The administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.

Indicators: Identifies, analyzes, and resolves problems using effective problem-solving techniques. Identifies and addresses problems in a timely and effective manner. Demonstrates fairness in identifying multiple points of view around problem situations. Involves stakeholders in analyzing problems and developing solutions. Monitors implementation of problem resolutions. Provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality. Delegates responsibility appropriately to staff members. Maintains focus on school and division missions and goals. Promotes an atmosphere of mutual respect and courtesy.

#### Domain 3: Safety and Organizational Management for Learning

#### Standard 1: The administrator maintains effective discipline and fosters a safe and positive environment for students and staff.

Indicators: Ensures a safe, secure, orderly, clean, and attractive school environment. Communicates expectations regarding behavior to students, staff, and parents in a clear manner. Communicates procedures for handling disciplinary problems in a clear manner. Implements and enforces the school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner. Establishes effective programs through which students develop self-discipline and conflict resolution skills. Manages emergency situations calmly and effectively. Addresses potential problem situations proactively. Conveys mutual respect, concern, and high expectations to students, staff, and parents on a consistent basis. Recognizes students and staff for their academic, co-curricular, personal, and professional achievements.

### Standard 2: The administrator effectively coordinates the daily operation of the assigned area of responsibility.

**Indicators**: Organizes staff to conduct daily routines efficiently, uses space effectively, and ensures appropriate instructional time. Publicizes routines and procedures through handbooks, orientation sessions, and other means. Protects academic instructional time from unnecessary interruptions. Organizes schedule to keep time students are out of class to a minimum. Monitors and provides supervision for all programs and activities. Oversees the general maintenance, upkeep, and appearance of the school (*building administrators only*).

### Standard 3: The administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.

**Indicators**: Follows federal, state, and local statutes, regulations, policies, and procedures. Plans and prepares a fiscally responsible budget to support the organization's mission and goals collaboratively with staff. Establishes and uses accepted procedures for receiving and disbursing funds. Maintains records of receipts and disbursements of all funds handled. Keeps staff informed about status of budget requests, equipment purchases, and materials ordered. Monitors the efficient use of instructional resources. Works with staff to establish an effective schedule for use of shared resources. Maintains accurate personnel records. Maintains current record of licensure, endorsement, and in-service training completed by staff. Adheres to established evaluation schedules, timelines, and procedures.

## Standard 4: The administrator demonstrates effective organizational skills to achieve school, community, and division goals.

**Indicators**: Demonstrates and communicates a working knowledge and understanding of school division policies and procedures. Ensures compliance and follow-through regarding policies and procedures. Uses personal time to the best advantage, manages

scheduling effectively, and follows task to completion. Performs duties in an accurate and timely manner. Maintains accurate student records to ensure that criteria for promoting/placement/instructional intervention are included. Prioritizes and addresses multiple issues and projects efficiently and appropriately. Maintains an acceptable workspace.

#### **Domain 4: Communication and Community Relations**

#### Standard 1: The administrator promotes effective communication and interpersonal relations with students and staff.

**Indicators**: Promotes a climate of trust and teamwork within the school. Facilitates constructive and timely communication. Initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives. Models professionally appropriate communication skills, interpersonal relations, and conflict resolution. Maintains visibility and accessibility to staff. Solicits staff input to discuss issues and goals and to promote effective decision-making. Establishes and maintains a collaborative relationship with classroom teachers, specialists, and administrators in promoting the division's mission and in communicating expectations.

### Standard 2: The administrator promotes effective communication and interpersonal relations with parents and other community members.

**Indicators**: Communicates school and division goals, objectives, and expectations to stakeholders. Maintains visibility and accessibility to parents and the community. Uses multiple modes of communication to notify stakeholders of issues, events, and useful information regarding curriculum and programs in a timely manner. Clarifies collaborative roles of school and home in promoting student learning and meeting curricular goals. Communicates evidence of progress towards goals and objectives. Monitors the development and distribution of staff and student handbooks. Uses acceptable written and oral language.

# Standard 3: The administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

**Indicators**: Plans for and solicits parent and community member input. Promotes the development of community partnerships. Encourages parental and community involvement in promoting school goals. Collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students. Treats people with respect. Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the school-community. Promotes the value of understanding and celebrating school and community cultures.

#### Domain 5: Professionalism

## Standard 1: The administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.

**Indicators**: Relates to co-workers, staff, customers/clients, and others in an ethical and professional manner. Represents the school/office/program favorably in the school division/community. Resolves concerns and problems in an appropriate manner. Respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates. Maintains a professional demeanor and appearance appropriate to responsibilities.

# Standard 2: The administrator works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.

**Indicators**: Demonstrates flexibility and a collaborative attitude in supporting colleagues/work teams. Supports the division and advances its mission/goals. Supports division-wide programs and activities and makes a positive contribution to the overall climate of the school and division. Maintains effective working relationships with other administrators and staff. Shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services.

# Standard 3: The administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

Indicators: Participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level. Evaluates and identifies areas of personal strength and weakness related to professional skills and their impact on student learning. Sets goals for improvement of skills and professional performance. Maintains a high level of personal knowledge regarding new developments and techniques, including technology, in one's own field of professional specialization. Comprehends and applies current research of educational issues, trends, and practices. Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success. Maintains proper licensure and certification.

### Standard 4: The administrator provides service to the profession, the division, and the community.

**Indicators**: Serves on division, state, and/or national committees and maintains an active role in professional organizations. Contributes to and supports the development of the

profession by serving as an ins Organizes, facilitates, and pres and participates in efforts to al community endeavors.	sents at local, state, ar	nd/or national conferences.	Supports
·			
			_
The Categories of Primary R been reviewed. Evaluators v comment section on the Inter	vill document areas		
Administrator's Signature	Date	Evaluator's Signature	Date

## ADMINISTRATOR INTERIM REVIEW

Administrator's Name		Academic Year	<del></del>
Position/School		Evaluator	
Summary of Progress Related	l to Strategies f	or Improvement:	
<b>Evaluator's Comments:</b>			
Administrator's Signature	Date	Evaluator's Signature	Date

## " ADMINISTRATOR " SUMMATIVE EVALUATION

Administrator's Name	Academic Year
Position/School	Evaluator
Administrator's Summary of Progress goals. Include impact on student perform	(Documentation of progress to reach stated nance):
Evaluator's Comments:	
Administrator's Signature Date	Evaluator's Signature Date
	CKNOWLEDGES RECEIPT OF THIS FORM. ENTS MAY BE ATTACHED.
COMMENTS ATTACHED	:YES NO